

DUE: February 28, 2007, 4:30 pm

APPLICATION COVER SHEET

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

Application for ELL Technology Resource Grant

Applying Four-Year Institution

Program Director/Contact Person:

Name Merrie Schroeder / Barry Wilson

Title Interim Director of Teacher Education / Director of Assessment

Address 159A Schindler Education Center

University of Northern Iowa

Cedar Falls, IA 50614

Telephone 319-273-2265

Fax _____

E-Mail merrie.schroeder@uni.edu

Does this institution have an ESL endorsement program? Yes _____

Consortium Community College Institution (if applicable)

Southeastern Community College

Program Director/Contact Person:

Name Jan Wolbers

Title Director of Institutional Grants

Address Southeastern Community College

Telephone _____

Fax _____

E-Mail _____

Does this community college have an education program? Yes- in partnership with UNI _____

Statement of Assurances

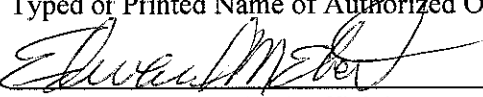
Should a Technology Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources

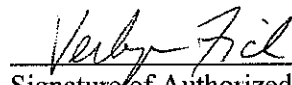
Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Applying Four-Year Institution:

<u>Edward M. Ebert</u>	<u>Grants and Contracts Administrator</u>
Typed or Printed Name of Authorized Official	Title
<u></u>	<u>2/23/07</u>
Signature of Authorized Official	Date

Consortium Community College Institution (if applicable):

<u>Dr. Verlyn Fick</u>	<u>Vice President of Teaching & Learning</u>
Typed or Printed Name of Authorized Official	Title
<u></u>	<u>2/20/07</u>
Signature of Authorized Official	Date

**Please submit to Mary Beth Schroeder Fracek, Iowa Department of Education,
Grimes State Office Building, Des Moines, Iowa 50319-0146
by February 28, 2007, 4:30 p.m.**

Project Narrative and Timeline

The University of Northern Iowa has been an active participant in the goals of the Teacher Quality Enhancement grant that relate to improving our preparation of educators for working with English Language Learners (ELLs). Specifically, we currently have six teams of faculty and students who are participating in the activities sponsored by the grant. The Iowa Culture and Language conferences and the Our Kids conference in the summer have provided many insights into the educational needs of ELLs. We have also learned how to deal with barriers for ELLs in learning content in math and science, and learned methods and pedagogical techniques we can integrate into our preparation of new teachers working with ELLs. These opportunities have been invaluable but this grant affords the opportunity to directly observe ELL classrooms and see the “real world” application of these ideas and techniques.

Program Goals and Objectives

- Provide increased opportunities for faculty and students to interact with classrooms and classroom teachers of culturally and linguistically diverse students.
- Provide examples of research-based strategies for teaching ELL students in K-12 settings
- Enrich our clinical experience opportunities for teaching ELL students

Evaluation

Formative Evaluation: We will maintain a use log that includes the dates and time the equipment is used to accomplish program goals and objectives. Instructional goals for that date and time, and a brief narrative that summarizes activities and outcomes will also be collected. The use logs will provide us with formative feedback on uses of the Polycom. Careful examination of our event logs each semester will maximize our use of this technology. We think we will “learn how to learn” with this technology and careful record keeping and communication among faculty using the Polycom is the best way to accomplish this. We expect to see increased

use for the Polycom (indicator #1), increased diversity of use in terms of specific instructional objectives (indicator #2), and increased sophistication in the use of the Polycom (indicator #3) as we gain experience in using the technology. We expect that the initial use of the Polycom will be supervised by Dr. Tammy Gregersen, assistant professor in the Department of English Language and Literature. Dr. Gregersen is a member of our TESOL faculty and has been an active participant in the activities of TQELL. The Polycom will be housed in Lang Hall to provide ready access for students and faculty.

Summative:

Work Sample: Our teaching candidates are required to complete a Teacher Work Sample (TWS) during their student teaching. Faculty score the work samples on a 42 item rubric that includes ratings on contextual factors (including students who are ELLs). We plan to track the performance of our candidates on those rubric items in the work sample that are most related to the application of research-based methodologies and pedagogical practices for teaching ELLs. We would expect to see an increase in performance on these items as a result of student learning facilitated by the use of the Polycoms. TWS are completed and scored by all student teachers during their first student teaching placement. We will specifically target student teachers who are assigned to ELL classrooms.

Self-report: Our surveys of student teachers and alumni will include items on teaching ELLs and we would expect to see an increase in student rating of their preparation as a result of our use of the Polycom and the professional development provided to our faculty. Student teaching surveys are completed each semester while alumni surveys are done every other year.

Consortium: We are collaborating with Southeastern Community College who are among our partners in the 2 + 2 Instructional Strategist I program. The new cohort for the program will begin in the fall of 2007. Students in this program have the same requirements as our on-campus students but do not always have the same facilities and supports that are provided on-campus. We will work with faculty and staff at Southeastern and look forward to learning with them as we improve our preparation of future teachers.

This instructional program is particularly suited for the award since there is a long history of treating ELLs as in need of special education when language barriers were at issue. There is, of course, a related problem of overlooking the need for special education assistance for ELLs when they would benefit from it. Both of these circumstances illustrate the need for improved preparation through improved instruction and experiences.

Dr. Barry Wilson will work with our partners at Southeastern to implement a formative and summative evaluation plan for the use of the Polycom that is comparable to that on our own campus. In the fall semester, we will also identify a faculty member at Southeastern CC to participate in the other opportunities afforded by the IQELL grant. This person will be asked also to coordinate the use of the Polycom at Southeastern. We also feel that the continued active participation of our UNI faculty and students as well as the support of our TESOL program faculty will enable us to sustain the instructional use of this technology for the long term.

ESL Endorsement

The University of Northern Iowa offers the ESL endorsement.

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Program Director/Contact Person:

Name Merrie Schroeder

Title Interim Director of Teacher Education

Address 159A Schindler Education Center
University of Northern Iowa
Cedar Falls, IA 50614

Telephone 319-273-2265

Fax

E-Mail merrie.schroeder@uni.edu

Does this institution have an ESL endorsement program? Yes

Consortium Community College Institution: Southeastern Community College

Program Director/Contact Person:

Name Jan Wolbers

Title Director of Institutional Grants

Address 1500 W. Agency Road
P.O. Box 180
West Burlington, Iowa 52655

Telephone 319-208-5061

Fax 319-208-5006

E-Mail jwolbers@scc Iowa.edu

Does this community college have an Education program? Yes- in partnership with UNI

Statement of Assurances

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Southeastern Community College (SCC) is located in Southeast Iowa, with campuses and centers located in Des Moines County (West Burlington & Burlington), Lee County (Keokuk and Fort Madison), and Henry County (Mt. Pleasant); programming also occurs in various locations throughout Louisa County. SCC's current annual enrollment is approximately 4,000 students (3,200 FTE). SCC has a 2+2 agreement with UNI for Elementary Education students. Currently, approximately 50 students are taking SCC's Elementary Education courses, and another 20 are planning to become secondary education teachers.

Although the ELL population of Iowa is increasing, especially in Henry and Louisa Counties (communities served by SCC), many of SCC's Education students lack experience with ELL classrooms. SCC's students come primarily from the communities in AEA 16, and less than 1% of K-12 students in the thirteen public schools in AEA 16 are determined to be ELL / LEP (Iowa Dept. of Ed, 2005-2006), although concentrations of ELL populations exist in West Burlington, Mt. Pleasant and Wapello public schools. To address this need, SCC will greatly

benefit from the addition of a Polycom, which will be used for classroom observation in schools with higher numbers of ELL's. Students enrolled in SCC's Education courses (including Foundations of Education, Field Experience, Teaching Exceptional Learners, Math for Elementary Education, and Developmental Psychology), will observe and interact with a variety of classrooms across the state with higher populations of ELL students. The ability to work with several schools, within and outside the region, will allow SCC students the opportunity to compare strategies and discuss best practices.

SCC's Education instructors will lead discussions after each use of the Polycom to help the students formulate teaching strategies based upon their research / observations. The mobility of the Polycom will allow SCC to share the unit between its campuses and centers, so that all SCC Education students will benefit.

Timeline: Upon receipt of the Polycom, SCC Education instructors will first meet to develop a plan. They will discuss specific uses of the equipment, including which courses would most benefit from observation / interaction with ELL classrooms, and which K-12s might best fulfill the ELL educational needs of SCC students. The instructors will then make initial contacts with the K-12 teachers to discuss the possibility of observing and interacting with their classrooms. Observation will begin early in each semester. SCC's Polycom will be located in the Multimedia Center, and instructors will check out the unit when they wish to use it.

Additionally, upon receiving the Polycom, SCC Education instructors will confer with UNI to discuss how the equipment can be used to support the 2+2 agreement between the two colleges. Beyond its benefits to the Education students, SCC plans to use the Polycom to facilitate face-to-face meetings with UNI and other colleges with which we have 2+2 agreements.

Program Goals and Objectives

- Goal 1: Provide opportunities for faculty and students to interact with classrooms and classroom teachers of culturally and linguistically diverse students.
 - 100% of all SCC instructors involved in teaching Education students will participate in developing the plan for use of the Polycom, contacting K-12 classrooms with ELL students, and infusing the observation into their coursework
 - 100% of all SCC Education students will participate in at least one ELL classroom observation during the project period
 - Goal 2: Provide examples of research-based strategies for teaching ELLs in K-12 settings.
 - Through 2+2 interaction between UNI and SCC Education faculty, SCC faculty will utilize research-based strategies for teaching ELL's with 100% of their Education students during the project period
 - Goal 3: Enrich our clinical experience opportunities for teaching ELL students
- Detailed information regarding how the Polycom will allow UNI and SCC to achieve these goals is discussed above, in the project narrative.

Evaluation

Formative Evaluation: UNI will maintain a use log that includes the dates and time the equipment is used to accomplish program goals and objectives. Instructional goals for that date and time, and a brief narrative that summarizes activities and outcomes will also be collected. The use logs will provide us with formative feedback on uses of the Polycom. Careful examination of our event logs each semester will maximize our use of this technology. We think we will “learn how to learn” with this technology and careful record keeping and communication

among faculty using the Polycom is the best way to accomplish this. We expect to see increased use for the Polycom (indicator #1), increased diversity of use in terms of specific instructional objectives (indicator #2), and increased sophistication in the use of the Polycom (indicator #3) as we gain experience in using the technology. We expect that the initial use of the Polycom will be supervised by Dr. Tammy Gregersen, assistant professor in the Department of English Language and Literature. Dr. Gregersen is a member of our TESOL faculty and has been an active participant in the activities of IQELL. The Polycom will be housed in Lang Hall to provide ready access for students and faculty.

SCC students will be encouraged to write reflections on the strategies and situations they observe in the K-12 ELL classrooms and include those in their portfolios. This will help them to work on INTASC Standards 3, 6, and 9, which they might otherwise find more difficult to do in our region. Early portfolio artifacts such as these reflections will provide the basics for further reflection and refinement of strategies later in their teacher-preparation cycle.

SCC's Education Faculty will continue to implement the existing formative Plan-Do-Study-Act continuous quality improvement methodology to assess student academic achievement following the use of the Polycom/ observation techniques. Faculty will use the evaluation of the assessment outcomes to further enhance their instructional strategies.

Summative:

Work Sample: UNI's teaching candidates are required to complete a Teacher Work Sample (TWS) during their student teaching. Faculty score the work samples on a 42 item rubric that includes ratings on contextual factors (including students who are ELLs). We plan to track the performance of our candidates on those rubric items in the work sample that are most related to the application of research-based methodologies and pedagogical practices for teaching ELLs.

We would expect to see an increase in performance on these items as a result of student learning facilitated by the use of the Polycoms. TWS are completed and scored by all student teachers during their first student teaching placement. We will specifically target student teachers who are assigned to ELL classrooms.

SCC will measure an increase in student understanding and performance through the use of Pre and Post surveys given at the beginning and end of every semester. These surveys will 1) quantitatively assess the student's increase in knowledge of the challenges and opportunities presented by a diverse ELL classroom; and 2) ask for honest feedback regarding the effectiveness of using the Polycom to observe and interact with ELL classrooms across the state. Based upon the information from these surveys, SCC Education instructors will review and refine their teaching strategies as needed.

Self-report: UNI's surveys of student teachers and alumni will include items on teaching ELLs and we would expect to see an increase in student rating of their preparation as a result of our use of the Polycom and the professional development provided to our faculty. Student teaching surveys are completed each semester while alumni surveys are done every other year.

Sustainability: Sustaining this project will not be difficult. The Polycom equipment will give UNI and SCC the ability to communicate quickly and easily with K-12s across the state of Iowa. Partnerships will be formed during the first year of the project, and these relationships will be maintained so that future Education students can benefit from this project.

The Information Technology staffs of both UNI and SCC have extensive experience with video conferencing equipment and will provide new instructors with training upon request. The IT staffs will also be able to provide equipment set up and maintenance as needed.

Consortium: UNI is collaborating with Southeastern Community College who is among our partners in the 2 + 2 Instructional Strategist I program. The new cohort for the program will begin in the fall of 2007. Students in this program have the same requirements as our on-campus students but do not always have the same facilities and supports that are provided on-campus. We will work with faculty and staff at Southeastern and look forward to learning with them as we improve our preparation of future teachers.

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ESL Endorsement

The University of Northern Iowa offers the ESL endorsement.

G/C Control No
(G&C Office Use Only)

University of Northern Iowa
Office of Sponsored Programs
213 East Bartlett Hall
Cedar Falls IA, 50614-0394

Date Submitted
(G&C Office Use Only)

February 28, 2007
Submission Deadline Date

REQUEST FOR EXTERNAL FUNDS (REF)

Project Identification

(G&C Office Use Only)		
Type of Proposal (X):	Type of Submission (X):	Type of Activity (X):
<input type="checkbox"/> Grant	<input type="checkbox"/> New Project	<input type="checkbox"/> Instruction/Training
<input type="checkbox"/> Contract	<input type="checkbox"/> Renewal	<input type="checkbox"/> Academic Support
<input type="checkbox"/> Subcontract	<input type="checkbox"/> Revision	<input type="checkbox"/> Research
<input type="checkbox"/> Coop Agreement	<input type="checkbox"/> Continuation	<input type="checkbox"/> Public Service
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Student Aid

Project Director(s) Barry Wilson, Merrie Schroeder Dept Ed. Psych & Foundations
Title of Project ELL Technology Resource Grant
Period of Support April 1, 2007 through December 15, 2008
Sponsoring Agency Iowa Department of Education
Sponsor's Program Title (if known) Teacher Quality Enhancement Grant

Budget Information

Funds Requested of Sponsor _____ \$6,976.95
Direct Costs \$6,976.95
Indirect Costs \$0.00

Matching or Cost-Sharing Commitments

UNI Sources (attached continuation page, if necessary)

Dept Name	Approval Signature	Amount

Third-Party, Non-UNI Sources (attach continuation page, if necessary)

Source	Amount

Total Project Budget _____ \$6,976.95

Special Approval Signatures (Clearances required for university resources and/or compliances)

Director, Facilities Planning (new or renovated space required)	Date	Human Subjects Review, IRB Administrator (research involving human subjects)	Date
Director, Human Resources (new P&S or Merit System positions proposed)	Date	Animal Subjects Review, Committee Chair (research involving animal subjects)	Date
Dean, Continuing Education (Cont Ed. tuition or administration proposed)	Date	Director, External Relations (direct congressionally appropriated funds only)	Date

Administrative Approval Signatures (Application has been reviewed and is judged to be consistent with objectives and capabilities of all involved departments and colleges)

Project Director	Date	College Dean or Division VP	Date
<u>Barry Wilson</u>	<u>2/22/07</u>	<u>W. Callahan</u>	<u>2-22-07</u>
Department Head	Date	Grants and Contracts Administrator	Date
<u>Merrie Schroeder</u>	<u>2/22/07</u>	<u>Elaine M. Smith</u>	<u>2/23/07</u>